Literature Circle Planning Guide

Book Title:

Group Members:

Literature Circles will meet for weekly discussions on Wednesdays. Each week the individual members of the group will be expected to complete

1. The section of reading for your novel-formative
2. An individual assignment-formative
3. A group BLOG response-summative
4. An individual comment on the classroom BLOG page-summative
5. Peer and Self Evaluation-summative

Lock’s Unit Rules

1. Group members who are absent on meeting day must provide their individual assignment to the group in order to be considered for marks on the BLOG and peer and self-assessment.
2. All individual analytical post comments are due the day prior to the next meeting.
3. Individual assignments are to be completed individually!

Schedule for the novel unit

1. **Nov 6, 2018**-Students will choose their novels from the selections found on the next page
2. **Nov 7, 2018**-Students will create groups of 4. These groups will be your meeting groups for the next four weeks. Your group must section your novel into 3 parts. These will become your weekly reading sections.
3. **Nov 8-13, 2018**-Students will read and complete the individual assignment for section one of their novels
4. **GROUP MEETING #1-Nov 14, 2018**-Students will get into their groups and answer the questions posted on the ELA AP 10 BLOG PAGE found at mslock.weebly.com.
   1. The assignment MUST be completed and posted with all group members names on it by 2:10pm.
   2. Each individual member must hand in their individual assignment by 2:10pm. Assignments will be placed in the group folder.
   3. Each individual member must hand in their peer and self-evaluation form no later than 2:10pm
5. **Nov 15-20, 2018**-Students will read and complete the individual assignment for section two of their novels. Students must also complete the analytical comments no later than Nov 20.
6. **GROUP MEETING #2 Nov 21, 2018**- Students will get into their groups and answer the questions posted on the ELA AP 10 BLOG PAGE found at mslock.weebly.com.
   1. The assignment MUST be completed and posted with all group members names on it by2:10pm.
   2. Each individual member must hand in their individual assignment by 2:10pm. Assignments will be placed in the group folder.
   3. Each individual member must hand in their peer and self-evaluation form no later than 2:10pm
7. **Nov 22-27, 2018**-Students will read and complete the assignment for section 3 of their novels. Students must also complete the analytical comments no later than Nov 27.
8. **GROUP MEETING #3-Nov 28, 2018**- Students will get into their groups and answer the questions posted on the ELA AP 10 BLOG PAGE found at mslock.weebly.com.
   1. The assignment MUST be completed and posted with all group members names on it by 2:10pm.
   2. Each individual member must hand in their individual assignment by 2:10pm. Assignments will be placed in the group folder.
   3. Each individual member must hand in their peer and self-evaluation form no later than 2:10pm
9. **Nov 29-Dec 4-**Students are done reading, but must still complete the group assignment and their final analytical comments.

**DYSTOPIAN LITERATURE**

***Brave New World* by Aldous Huxley (2 groups of 4)**

Written in the 1930s, this grim view of a plastic world, in which science and technology condition the people to passivity, is a warning against false optimism and the dangers inherent in scientific progress. Huxley got it: man's obsession with material goods and movement away from moral and spiritual values leads to a dystopian society. The book is a warning of where our society could be headed.

***1984* by George Orwell (2 groups of 4)**

The novel is set in an imaginary future world that is dominated by three perpetually warring totalitarian police states. The book's hero, Winston Smith, is a minor party functionary in one of these states. His longing for truth and decency leads him to secretly rebel against the government. Smith has a love affair with a like-minded woman, but they are both arrested by the Thought Police. The ensuing imprisonment, torture, and reeducation of Smith are intended not merely to break him physically or make him submit but to root out his independent mental existence and his spiritual dignity. Orwell's warning of the dangers of totalitarianism made a deep impression on his contemporaries and upon subsequent readers, and the book's title and many of its coinages, such as NEWSPEAK, became words for modern political abuses. Published in 1949, the novel serves as a warning about the menaces of totalitarianism.

***Enders Game* (2 groups of 4)**

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut—young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet growing up in an artificial community of young soldiers Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. His psychological battles include loneliness, fear that he is becoming like the cruel brother he remembers, and fanning the flames of devotion to his beloved sister. Between the three of them lie the abilities to remake a world. If, that is, the world survives.

***Assignment #1***

**Dystopias: Conformity and Isolation**

**Conformity**: Compliance with standards, rules and laws

Many dystopian novels comment on the level of conformity expected within their society. Consider your novel and answer the following question:

1. How are citizens expected to conform? What are the norms? Provide specific examples from your novel **utilizing text evidence**.

**Isolation**: the state of being in a place or situation that is separate from others

Dystopian societies often isolate members of society from one another as a form of control. If isolated, members of the society are often pitted against one another nor are they able to unite for a common purpose, perhaps to rebel against the society. Consider your novel and answer the following questions:

1. Do any characters feel trapped? Why or why not?

2. How are members of this society isolated from one another? Explain using **evidence from the text**:

**Characterization: Dystopias**

An author reveals information about a novel’s characters in a variety of ways. Direct characterization involves the author directly informing the reader about the character. Indirect characterization can be revealed in several ways:

* Through the character’s own dialogue or actions. What they say.
* Through what other characters say about them.
* Through their actions or how others treat them.

**Directions**: Cite two pieces of evidence from the text that reveal something about the protagonist in this section. Find evidence that suggests one of these characteristics of dystopian protagonists:

* They feel trapped and are trying to escape
* They question the current systems
* They believe or feel something is terribly wrong with the society
* They help the reader to see the negative aspects of the world in which they live and point out a possible issue with society today

A-Evidence #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A-Characteristic listed above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A-Explanation of what that piece of evidence reveals about that character and this characteristic (30+ words):

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B-Evidence #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B-Characteristic listed above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B-Explanation of what that piece of evidence reveals about that character and this characteristic (30+ words):

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**Dystopias: Control and Figurehead**

Control often plays a key role in dystopian literature. Varying levels and types of control allow the rules and laws of the futuristic society to be maintained. Consider the world of your dystopia:

**How is freedom restricted? Is anyone free?:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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### **Types of Dystopian Controls**

Most dystopian works present a world in which oppressive societal control and the illusion of a perfect society are maintained through one or more of the following types of controls:

• **Corporate control:** One or more large corporations control society through products, advertising, and/or the media.

• **Government control:** Government control is the most common theme in dystopian novels. Often, the government is the cause of the dystopian world and problems that are encountered by the characters in the novel. As a result of government control, the population can experience horrible living conditions, environmental destruction or a loss of the individual. As a result of government control the population will often break out in civil war to counteract the government.

• **Technological control:** Society is controlled by technology—through computers, robots, and/or scientific means.

• **Philosophical/religious control:** Society is controlled by philosophical or religious ideology often enforced through a dictatorship or theocratic government.

Consider the world of your dystopia:

Which type of control best fits that of your novel? Explain using evidence in your response:

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**Figurehead**

Oftentimes there is a figurehead within a dystopian society. The figurehead is sometimes worshipped or idolized or feared greatly. Is there a figurehead in your novel’s dystopian society? Explain why or why not: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What historical context do the figureheads have in your novel? Give one connection and provide a description of the connection?

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***Assignment #2***

Our World is More or Less like the world of my Novel

In what ways is our world becoming more or less like the world of your dypstopian novel? Brainstorm as many different connections as you can for ways in which it is similar to or different from our world today. Refer to your notes on Dystopian Literature for help

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| --- | --- | --- | --- |
| Ways our world today IS LIKE my novel | | Ways our world today IS NOT LIKE my novel | |
| Dystopian Element |  | Dystopian Element |  |
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**Motifs/Themes:** What motifs and themes are being developed? Identify and explain.

**Dystopian Characteristics:** What characteristics of dystopian literature apply to the first section of the novel? What is the criticism of society?

**Passage Analysis:** Identify at least three important passages and their significance to developing the dystopian ideas of the novel. Be sure to include the page #, quote, context, and significance.

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| --- | --- | --- | --- |
| **Page #** | **Brief Quote** | **Context** | **Significance** |
|  |  |  |  |
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| --- | --- |
| **WHAT the Author Does** | **WHY the Author Does It** |
| Author’s Thesis/Main Idea: | Why did the author choose this thesis, or idea to study? |
| What is the author’s purpose? To persuade, inform, criticize? Something else? | Why does the author choose this purpose? What effect does it create? |
| Who is the author’s intended audience? | Is there a reason the author chose to write for this particular audience? |
| How did the write arrange his or her ideas? Chronologically? | Did the arrangement of ideas, or way the author developed them create some sort of an effect? What purpose does it serve? Why did the author arrange his/her ideas this way? |

***Assignment #3***

|  |  |
| --- | --- |
| What diction does the writer use? Informal or formal language? Technical vs slang? Word choice, word arrangement, accuracy? Are certain words repeated? | Why does the author use this type of diction? What effect does it create? |
| What sentence structure does the author employ? Are there fragments or run-ons? Are the sentences imperative, declarative, exclamatory? | What effect does using this type of sentence structure have? |
| Does the writer use dialogue or quotations? | Why does the author include dialogue/quotations? |
| Any other important rhetorical features or strategies you noticed? | Why were these used? |

Critical Lens Questions

For this portion of assignment 3, your group will need to have each member select 2 of the selections below to answer.

**Cultural Studies Questions**  
1.  What does the work reveal about the cultural behavior contemporary to it?  
2.  How does popular culture contemporary to the work reflect or challenge the values implicit or explicit in the work?  
3. What kinds of cultural documents contemporary to the work add to your reading of it?  
4.  How do your own cultural assumptions affect your reading of the work and the culture contemporary to it?  
  
**Formalist Questions**  
1.  How do various elements of the work-- plot, character, point of view, setting, tone, diction, images, symbol and so on -- reinforce its meanings?  
2.  How are the elements related to the whole?  
3.  What is the work's major organizing principle?  How is its structure unified?  
4.  What issues does the work raise?  How does the work's structure resolve those issues?  
  
**Historical Questions**  
1.  How does the work reflect the period in which it is written?  
2.  What literary or historical influences helped to shape the form and content of the work?  
3.  How important is the historical context to interpreting the work?  
  
**Gender Studies Questions**  
1.  How are the lives of men and women portrayed in the work?  Do the men and women in the work accept or reject these roles?  
 2.  Is the form and content of the work influenced by the author's gender?  
3.  What attitudes are explicit or implicit concerning heterosexual, homosexual, or lesbian relationships?  Are these relationships sources of conflict?  Do they provide resolutions to conflicts?  
4.  Does the work challenge or affirm traditional ideas about men and women and same-sex relationships?  
  
**Psychological Questions**  
1.  How does the work reflect the author's personal psychology?  
2.  What do the characters' emotions and behavior reveal about their psychological states?  What types of personalities are they?  
3.  Are psychological matters such as repression, dreams, and desire presented consciously or unconsciously by the author?  
​  
**Mythological Questions**  
1.  How does the story resemble other stories in plot, character, setting, or use of symbols?  
2.  Are archetypes presented, such as quests, initiations, scapegoats, or withdrawals and returns?  
3.  Does the protagonist undergo any kind of transformation such as a movement from innocence to experience that seems archetypal?  
4.  Do any specific allusions to myths shed light on the text?  
  
**Deconstructionist Questions**  
1.  How are contradictory and opposing meanings expressed in the work?  
2.  How does meaning break down or deconstruct itself in the language of the text?  
3.  Would you say that ultimate definitive meanings are impossible to determine and establish in the text?  Why?  How does that affect our interpretation?  
4.  How are implicit ideological values revealed in the work?  
  
**Biographical Questions**  
1.  Are facts about the writer's life relevant to your understanding of the work?  
2.  Are characters and incidents in the work versions of the writer's own experiences?  Are they treated factually or imaginatively?  
3.  How do you think the writer's values are reflected in the work?  
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**Group Project Peer & Self Evaluation Form 1**

The purpose of this form is to rate the overall quality of your own and your fellow Group Project members’ work. List all group members’ names, **including your own**, in the designated sections below. Please note that this form is confidential and will not be shared with your group members.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**­­­­­­­­­*Please fill out the following table using the rankings below. Descriptions for each category are listed below the table.***

## Rating scale: 1 = Unsatisfactory; 2 = Poor; 3 = Average; 4 = Good; 5 = Exceptional

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| --- | --- | --- | --- | --- |
| **G****roup Member Names** *(including your own)* |  |  |  |  |
| Quality of Work |  |  |  |  |
| Problem Solving Skills |  |  |  |  |
| Teamwork |  |  |  |  |
| Initiative |  |  |  |  |
| Communication |  |  |  |  |
| Time Management |  |  |  |  |
| **Overall Contribution**  **(Total of above 5 Scores)** |  |  |  |  |

**\*\*\*\*YOU MUST TOTAL EACH SCORE IN THE APPROPRIATE BOX. IF YOU DO NOT DO THIS THE SCORE WILL NOT BE COUNTED IN THE FINAL MARK!!!!!**

**\*Note**: For any team member rated as poor or unsatisfactory in any category, indicate reasons in the “Additional Comments and Recommendations” section below.

# Please Share any additional Comments and/or Recommendations:

**Group Project Peer & Self Evaluation Form 2**

The purpose of this form is to rate the overall quality of your own and your fellow Group Project members’ work. List all group members’ names, **including your own**, in the designated sections below. Please note that this form is confidential and will not be shared with your group members.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**­­­­­­­­­*Please fill out the following table using the rankings below. Descriptions for each category are listed below the table.***

## Rating scale: 1 = Unsatisfactory; 2 = Poor; 3 = Average; 4 = Good; 5 = Exceptional

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Member Names** *(including your own)* |  |  |  |  |
| Quality of Work |  |  |  |  |
| Problem Solving Skills |  |  |  |  |
| Teamwork |  |  |  |  |
| Initiative |  |  |  |  |
| Communication |  |  |  |  |
| Time Management |  |  |  |  |
| **Overall Contribution**  **(Total of above 5 Scores)** |  |  |  |  |

**\*\*\*\*YOU MUST TOTAL EACH SCORE IN THE APPROPRIATE BOX. IF YOU DO NOT DO THIS THE SCORE WILL NOT BE COUNTED IN THE FINAL MARK!!!!!**

**\*Note**: For any team member rated as poor or unsatisfactory in any category, indicate reasons in the “Additional Comments and Recommendations” section below.

# Please Share any additional Comments and/or Recommendations:

**Group Project Peer & Self Evaluation Form 3**

The purpose of this form is to rate the overall quality of your own and your fellow Group Project members’ work. List all group members’ names, **including your own**, in the designated sections below. Please note that this form is confidential and will not be shared with your group members.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**­­­­­­­­­*Please fill out the following table using the rankings below. Descriptions for each category are listed below the table.***

## Rating scale: 1 = Unsatisfactory; 2 = Poor; 3 = Average; 4 = Good; 5 = Exceptional

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Member Names** *(including your own)* |  |  |  |  |
| Quality of Work |  |  |  |  |
| Problem Solving Skills |  |  |  |  |
| Teamwork |  |  |  |  |
| Initiative |  |  |  |  |
| Communication |  |  |  |  |
| Time Management |  |  |  |  |
| **Overall Contribution**  **(Total of above 5 Scores)** |  |  |  |  |

**\*\*\*\*YOU MUST TOTAL EACH SCORE IN THE APPROPRIATE BOX. IF YOU DO NOT DO THIS THE SCORE WILL NOT BE COUNTED IN THE FINAL MARK!!!!!**

**\*Note**: For any team member rated as poor or unsatisfactory in any category, indicate reasons in the “Additional Comments and Recommendations” section below.

# Please Share any additional Comments and/or Recommendations: